



## Lancaster County School District

300 South Catawba Street  
Lancaster, SC 29720

<b>Grades</b>	PK-12 District	
<b>Enrollment</b>	11,679 Students	
<b>Superintendent</b>	Dr. Gene Moore	803-286-6972
<b>Board Chair</b>	Bobby Parker	803-286-6972

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL DISTRICT REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Good*</b>
2009	Below Average	At-Risk
2008	Below Average	Average
2007	Average	Below Average
2006	Average	At-Risk

\* The District's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

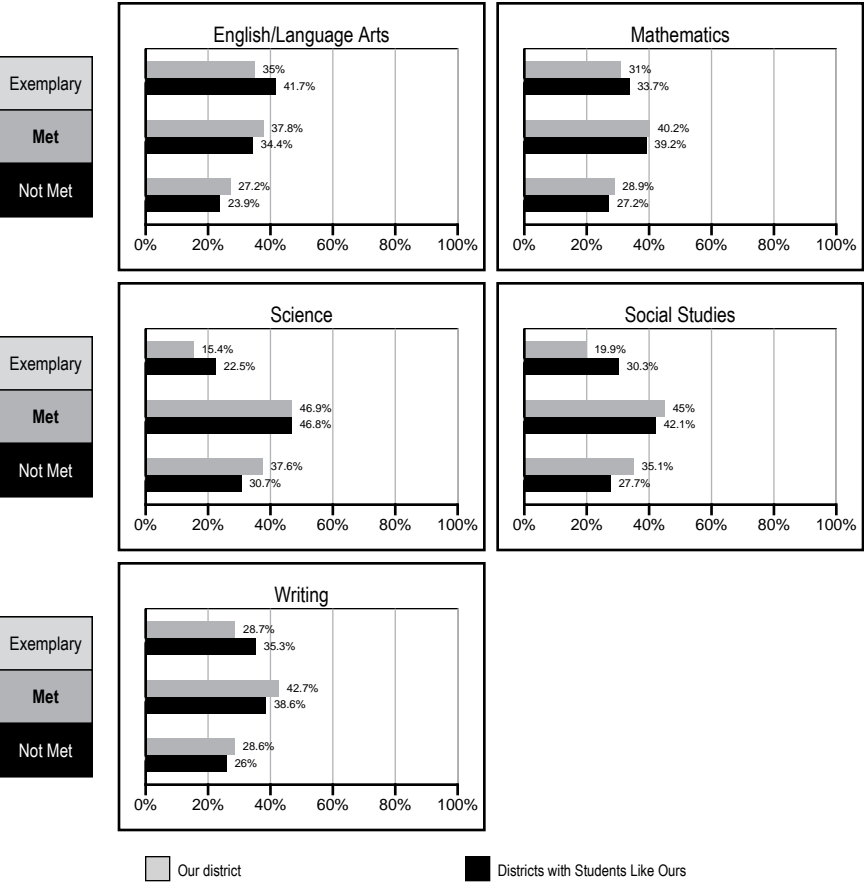
96.9%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	7	13	1	0

\* Ratings are calculated with data available by 03/24/2011.

Palmetto Assessment of State Standards (PASS)



\* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our District			Districts with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed both subtests	77.4%	74.4%	75.2%	83.7%	78.4%	80.2%
Passed one subtest	12.3%	12.3%	13.1%	9.2%	11.6%	10.6%
Passed no subtests	10.3%	13.3%	11.7%	7.6%	10.0%	9.2%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	75.4%	80.2%
English 1	68.5%	75.2%
Physical Science	50.3%	59.3%
US History and the Constitution	33.9%	45.2%
All Subjects	58.5%	65.8%

Abbreviations for Missing Data

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District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
<b>Students (n=11,679)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	98.3%	99.5%
Retention rate	1.9%	Down from 2.3%	1.8%	2.3%
Attendance rate	96.0%	Down from 96.8%	95.9%	95.8%
Eligible for gifted and talented	10.1%	Up from 8.4%	17.0%	14.3%
With disabilities other than speech	10.9%	Up from 10.0%	9.9%	10.5%
Older than usual for grade	2.7%	Up from 2.5%	3.4%	4.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	Up from 0.4%	0.7%	0.7%
Enrolled in AP/IB programs	21.0%	No Change	17.3%	12.1%
Successful on AP/IB exams	31.4%	Down from 32.2%	51.5%	50.0%
Eligible for LIFE Scholarship	50.2%	Up from 44.9%	38.7%	31.4%
Enrolled in adult education GED or diploma programs	147	Up from 129	42	47
Completions in adult education GED or diploma programs	93	Up from 77	36	29
Annual dropout rate	3.5%	Down from 4.1%	3.2%	3.1%
<b>Teachers (n=793)</b>				
Teachers with advanced degrees	56.6%	Up from 56.0%	59.9%	58.8%
Continuing contract teachers	70.1%	Up from 64.2%	84.8%	81.5%
Teachers with emergency or provisional certificates	5.3%	Down from 6.0%	2.9%	4.0%
Teachers returning from previous year	89.0%	Down from 89.4%	91.3%	89.3%
Teacher attendance rate	95.4%	Up from 94.8%	95.7%	95.3%
Average teacher salary*	\$47,198	Down 0.6%	\$47,842	\$46,618
Vacancies for more than nine weeks	0.3%	Down from 0.6%	0.1%	0.2%
Professional development days/teacher	14.7 days	Down from 15.2 days	11.8 days	12.6 days
<b>District</b>				
Superintendent's years at district	4.0	Up from 3.0	3.0	3.0
Student-teacher ratio in core subjects	21.7 to 1	Up from 21.2 to 1	21.7 to 1	20.9 to 1
Prime instructional time	89.9%	Up from 89.7%	90.7%	89.9%
Dollars spent per pupil**	\$8,796	Down 1.7%	\$8,790	\$9,364
Percent of expenditures for teacher salaries**	56.2%	No Change	56.3%	53.3%
Percent of expenditures for instruction**	58.8%	Down from 59.4%	58.6%	56.3%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	19	No Change	13	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	6.2%	Down from 7.6%	3.8%	2.4%
Average age in years of school facilities	25 Years	Up from 24 Years	25 Years	27 Years
Number of schools with SACS accreditation	18.0	No Change	13.0	8.0
Parents attending conferences	95.6%	Up from 93.2%	96.7%	97.1%
Average administrator salary	\$76,491	No Change	\$79,144	\$79,261

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

CHARTER SCHOOLS IN THIS DISTRICT

School Name	Absolute Rating	Improvement Rating	Adequate Yearly Progress
Discovery School of Lancaster	Excellent	Excellent	Met

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	790	87.5%	4007	58.5%	958	72.5%	N/A
Gender							
Male	427	84.5%	2196	56.2%	514	67.3%	N/A
Female	363	90.9%	1811	61.2%	444	78.6%	N/A
Racial/Ethnic Group							
White	496	92.3%	2479	64.7%	590	76.8%	N/A
African American	270	78.9%	1296	45.9%	329	67.5%	N/A
Asian/Pacific Islander	N/A	N/A	38	78.9%	11	72.7%	N/A
Hispanic	16	81.3%	175	59.4%	22	50.0%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	83	61.4%	436	31.4%	107	47.7%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	113	50.4%	13	61.5%	N/A
Socio-Economic Status							
Subsidized meals	413	81.8%	2140	48.9%	510	64.9%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2010

	Our District	Districts with Students Like Ours
Percent	87.5%	91.2%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	1001	958	896	924
Number of Graduates in Cohort	747	695	647	647
Rate	74.6%	72.5%	75.7%	71.9%

\*Used to calculate current AYP.

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2009	2010	2009	2010	2009	2010	2009	2010		
District	452	466	470	481	438	442	1360	1388		
State	482	482	496	496	467	465	1445	1443		
Nation	496	498	510	511	487	488	1493	1497		
ACT	English		Math		Reading		Science		Total	
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
District	16.6	16.6	18.8	18.8	17.8	17.6	18.0	18.5	17.9	18.0
State	18.9	18.8	19.9	20.0	19.7	19.7	19.7	19.9	19.7	19.7
Nation	20.6	20.5	21.0	21.0	21.4	21.3	20.9	20.9	21.1	21.0

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School District Governance

Board Membership	7 trustees elected to single-member seats
Fiscal Authority	District Board/Referendum
Average Number of Hours of Training Annually	18.0 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

Our teachers, students, and staff worked hard to improve student achievement and district operations, with our strategic plan and its research-based strategies as a guide. An important focus of our efforts is a comprehensive, relevant curriculum that supports national and state academic standards. Another focus is ensuring that teachers have standards-based curriculum documents and that our curriculum offers students the skills and knowledge needed for success. We've also engaged in a professional-development program for teachers and administrators that focuses on developing professional learning communities.

Our instructional strategies are researched-based and emphasize approaches that address a variety of learning styles. We used Open Court Reading across the district, and we stressed using math manipulatives in all elementary and middle schools to support math instruction. We continued to emphasize reading and writing across the curriculum, provided extra help for students who need additional time to master standards, used Classworks labs in elementary schools, and expanded services for students whose primary language is not English. We're continuing to assess our students' progress through standardized testing, and our teachers, students, and parents use the MAP results to determine where students have mastered skills and where they need additional work.

We're effectively using technology to support instruction, and we've improved our communications with parents through our ConnectEd calling system. With this system, we can inform parents about activities ranging from report card dates to extracurricular activities to school closings.

Using our strategic plan and continuing to work together as a community for children is making a difference for our students.

Superintendent Richard "Gene" Moore, Ed.D.

No Child Left Behind

District Adequate Yearly Progress	No
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This district met 32 out of 33 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status	Corrective Action
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The district missed AYP for four years. Sanction: The district implements corrective action(s).

Number of students in their first year of US school.	8
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Title I Schools' School Improvement Status

School	Status	School	Status
Brooklyn Springs Elementary	RP	Clinton Elementary	CA
Buford Elementary	NI-DELAY		

The Lancaster County School District consists of 19 public schools with 3 of these schools, or 15.8%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Abbreviations for Missing Data

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	5254	99.9	27.2	37.7	35.1	83	83.5	Yes	Yes
<b>Gender</b>									
Male	2716	99.8	31.5	35.8	32.6	79.1	80.1	N/A	N/A
Female	2538	99.9	22.6	39.7	37.7	87.3	87	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	3366	99.9	21.6	36.4	41.9	86.8	89.6	Yes	Yes
African American	1561	99.7	40.3	39.7	20	74	74.6	Yes	Yes
Asian/Pacific Islander	39	100	19.4	27.8	52.8	86.1	92.7	I/S	I/S
Hispanic	230	100	24.7	42.8	32.6	85.6	79.6	Yes	Yes
American Indian/Alaskan	16	100	18.8	37.5	43.8	93.8	85.1	I/S	I/S
<b>Disability Status</b>									
Disabled	689	99.4	65.3	25.6	9.1	47.1	51.7	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	69.5	N/A	N/A
<b>Limited English Proficient</b>									
Limited English	207	100	27.3	42.9	29.8	82.4	79	Yes	Yes
<b>Socio-Economic Status</b>									
Subsidized meals	2794	99.9	37.2	38.7	24.1	76.4	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	5254	99.9	28.9	40.1	31	81.5	80.4	Yes	Yes
<b>Gender</b>									
Male	2716	99.8	31.7	38.4	29.9	78.3	78.4	N/A	N/A
Female	2538	99.9	25.9	42	32.1	84.8	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	3366	99.9	22.6	40.1	37.3	86.1	87.8	Yes	Yes
African American	1561	99.7	43	40.2	16.8	71.2	69.3	Yes	Yes
Asian/Pacific Islander	39	100	13.9	22.2	63.9	91.7	93.5	I/S	I/S
Hispanic	230	100	29.3	39.5	31.2	80.9	78.3	Yes	Yes
American Indian/Alaskan	16	100	12.5	43.8	43.8	87.5	83.2	I/S	I/S
<b>Disability Status</b>									
Disabled	689	99.3	69.1	23.8	7.1	44.2	46.1	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	71.4	N/A	N/A
<b>Limited English Proficient</b>									
Limited English	207	100	31.2	39	29.8	79	78.9	Yes	Yes
<b>Socio-Economic Status</b>									
Subsidized meals	2794	99.9	38.3	41	20.7	74.8	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample



**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>							
All Students	3520	99.4	37.3	47.5	15.3	62.7	67.3
<b>Gender</b>							
Male	1805	99.4	37.6	45.5	16.9	62.4	66.9
Female	1715	99.5	36.9	49.5	13.6	63.1	67.7
<b>Racial/Ethnic Group</b>							
White	2271	99.4	29.5	51.8	18.7	70.5	79.6
African American	1035	99.4	54.4	38.6	7	45.6	49.7
Asian/Pacific Islander	27	100	28	44	28	72	84.4
Hispanic	153	100	40.7	42.1	17.2	59.3	59.4
American Indian/Alaskan	11	100	18.2	36.4	45.5	81.8	69.5
<b>Disability Status</b>							
Disabled	443	98.9	73	23.6	3.3	27	33.8
<b>Migrant Status</b>							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	36.5
<b>Limited English Proficient</b>							
Limited English	137	100	43	45.8	11.3	57	58.6
<b>Socio-Economic Status</b>							
Subsidized meals	1854	99.5	48.6	42.7	8.7	51.4	55.4

**Social Studies**

All Students	3494	99.5	34.6	45.5	19.9	65.4	70.9
<b>Gender</b>							
Male	1794	99.4	35.7	41.6	22.7	64.3	70.1
Female	1700	99.5	33.4	49.6	16.9	66.6	71.7
<b>Racial/Ethnic Group</b>							
White	2247	99.4	30.2	46	23.8	69.8	79.2
African American	1029	99.6	45.1	44.7	10.3	54.9	58.4
Asian/Pacific Islander	24	100	17.4	30.4	52.2	82.6	86.8
Hispanic	153	100	32.6	46.5	20.8	67.4	68
American Indian/Alaskan	10	I/S	I/S	I/S	I/S	I/S	71.2
<b>Disability Status</b>							
Disabled	470	99.4	67.2	27.9	4.9	32.8	39.3
<b>Migrant Status</b>							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	55
<b>Limited English Proficient</b>							
Limited English	141	100	32.9	49.3	17.9	67.1	68
<b>Socio-Economic Status</b>							
Subsidized meals	1862	99.6	45.2	43.5	11.3	54.8	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
Writing									
All Students	5265	98.8	28	43	29	72	72.1	95.7	96.3
Gender									
Male	2716	98.3	35.5	42.2	22.3	64.5	65.2	95.5	96.2
Female	2548	99.3	20.1	43.9	36	79.9	79.2	96	96.4
Racial/Ethnic Group									
White	3377	98.9	22.2	43.1	34.7	77.8	80.8	95.5	96.1
African American	1564	98.4	40.8	41.3	17.9	59.2	59.7	96.1	96.4
Asian/Pacific Islander	39	100	25	38.9	36.1	75	87	97.3	97.5
Hispanic	227	99.1	28	52.3	19.6	72	64.6	95.7	96.6
American Indian/Alaskan	16	100	31.3	50	18.8	68.8	73.4	96	95
Disability Status									
Disabled	678	94.3	77.7	18.4	3.9	22.3	27.7	93.9	95.4
Migrant Status									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	63.5	N/A	96
Limited English Proficient									
Limited English	207	99.5	31.6	51	17.5	68.4	63.7	96.1	97
Socio-Economic Status									
Subsidized meals	2783	98.6	38.4	43.3	18.3	61.6	61.9	95.2	95.8

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	928	99.9	25.2	32	42.8	74.8
	4	869	100	30.7	39.2	30.1	69.3
	5	912	99.9	21.6	49.5	29	78.4
	6	839	99.9	25.4	43.5	31	74.6
	7	833	99.6	31.4	40.3	28.3	68.6
	8	879	99.7	37	40.2	22.8	63
2010	3	889	99.8	16.9	31.3	51.7	83.1
	4	915	99.6	25.3	39.8	34.9	74.7
	5	882	100	26.5	46.8	26.7	73.5
	6	902	99.8	29.8	38.1	32.1	70.2
	7	854	100	29.6	35.6	34.8	70.4
	8	812	100	36	34	30	64
Mathematics							
2009	3	928	99.9	31.8	37.8	30.4	68.2
	4	869	100	24.8	45	30.1	75.2
	5	912	99.9	26.7	47.5	25.8	73.3
	6	839	99.8	21.9	45.8	32.3	78.1
	7	833	99.5	29.5	40.3	30.2	70.5
	8	879	99.7	33.4	42.2	24.4	66.6
2010	3	889	99.8	25.9	31.4	42.7	74.1
	4	915	99.5	24.5	42.8	32.7	75.5
	5	882	100	27.8	45	27.2	72.2
	6	902	99.9	32	38.1	29.9	68
	7	854	100	27.6	42	30.4	72.4
	8	812	100	36.1	41.7	22.1	63.9
Science							
2009	3	463	99.8	41.2	43.7	15.1	58.8
	4	869	100	39.3	50.3	10.4	60.7
	5	454	100	36.3	53	10.7	63.7
	6	424	99.3	32.8	55.1	12.2	67.2
	7	829	99.5	28	56.1	15.9	72
	8	437	99.8	39.4	41.3	19.3	60.6
2010	3	446	99.8	49.5	35.5	15	50.5
	4	911	99.9	38.5	51.4	10.1	61.5
	5	444	99.8	42	49.5	8.5	58
	6	454	96.5	42	49.7	8.4	58
	7	853	99.9	26.7	51.3	22	73.3
	8	412	100	32.6	39.3	28.1	67.4

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	464	100	29.2	47.4	23.4	70.8
	4	869	100	24.6	56.4	19	75.4
	5	457	99.8	38.9	40.5	20.6	61.1
	6	418	99.8	18.5	64.4	17	81.5
	7	832	99.5	38.3	34.7	27	61.7
	8	439	99.8	37.1	40.5	22.4	62.9
2010	3	443	100	27.6	53.3	19.2	72.4
	4	910	99.9	32.8	51.1	16.1	67.2
	5	438	99.8	45.3	40.4	14.3	54.7
	6	451	96.7	28.3	52.5	19.2	71.7
	7	852	99.9	39.9	36.6	23.5	60.1
	8	400	100	30.3	41.1	28.5	69.7
Writing							
2009	3	925	98.7	33.6	33	33.4	66.4
	4	872	99.5	34.3	42	23.7	65.7
	5	917	99	33.4	39.1	27.5	66.6
	6	844	97.8	27.3	45.5	27.2	72.7
	7	837	98.2	30.9	42.7	26.5	69.1
	8	879	99.1	34.2	44.7	21.1	65.8
2010	3	888	98.9	26.4	36.4	37.1	73.6
	4	917	98.6	26.6	45	28.3	73.4
	5	885	99.6	28.6	42	29.4	71.4
	6	905	98	29.8	44	26.1	70.2
	7	855	98.8	28.6	45.9	25.5	71.4
	8	815	98.8	28.1	44.7	27.2	71.9

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

**HSAP Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>										
All Students	855	97.9	17.2	34.6	26.1	22	58.9	65.9	No	Yes
Male	420	97.4	21.7	37.1	24.6	16.6	51.4	60.8	N/A	N/A
Female	435	98.4	13.1	32.3	27.6	27.1	65.8	71	N/A	N/A
White	530	97.4	11	30.8	29.8	28.4	68.6	77.5	Yes	Yes
African American	290	98.6	28.5	43.1	19	9.5	40.5	49.7	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	80.2	I/S	I/S
Hispanic	25	100	22.7	27.3	22.7	27.3	54.5	56.8	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	115	91.3	54.1	31.6	10.2	4.1	18.4	21.3	No	No
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	20	100	25	25	30	20	60	47.3	I/S	I/S
Subsidized meals	443	96.6	27	39.4	20.5	13.1	43.9	51.5	No	Yes

**Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)**

All Students	855	97.7	17.9	31.5	26.9	23.7	62	62.3	No	Yes
Male	420	96.9	20.6	31.4	25.7	22.4	60.4	61.7	N/A	N/A
Female	435	98.4	15.4	31.6	28	24.9	63.4	63	N/A	N/A
White	530	97.2	9.3	28.3	31.2	31.2	73.9	75	Yes	Yes
African American	290	98.3	33.3	38.8	19	8.8	39.6	44	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	85.5	I/S	I/S
Hispanic	25	100	31.8	22.7	22.7	22.7	54.5	56.7	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	115	90.4	53.6	28.9	15.5	2.1	25.8	22.1	No	No
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	20	100	20	25	25	30	65	52.6	I/S	I/S
Subsidized meals	443	96.2	27.3	36.5	22.5	13.7	48.4	48.1	No	Yes

**Physical Science (End-of-Course Performance by Group)**

All Students	850	96.6	69.1	16.4	9.1	5.4	N/A	N/A	N/A	N/A
Male	417	95.0	68.7	15.4	9.3	6.6	N/A	N/A	N/A	N/A
Female	433	98.2	69.4	17.4	8.9	4.2	N/A	N/A	N/A	N/A
White	527	96.6	59.1	21.0	12.6	7.3	N/A	N/A	N/A	N/A
African American	288	97.2	87.9	8.2	2.5	1.4	N/A	N/A	N/A	N/A
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	25	92.0	73.9	13.0	8.7	4.3	N/A	N/A	N/A	N/A
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	110	91.8	92.1	5.9	2.0	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	22	95.5	66.7	14.3	4.8	14.3	N/A	N/A	N/A	N/A
Subsidized meals	439	97.3	81.0	11.5	5.6	1.9	N/A	N/A	N/A	N/A

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2009	867	98.7	19.2	37.3	25.4	18.1	52.2	61.8
	2010	855	97.9	17.2	34.6	26.1	22	58.9	65.9
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2009	865	98.8	18.4	32.5	25	24.1	62.7	62.7
	2010	855	97.7	17.9	31.5	26.9	23.7	62	62.3

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	10.7%	5.6%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.2%	0.0%	No
Student attendance rate, grades K-8	96.0%	94.0%*	Yes

\* Or greater than last year  
\*\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data